

# THE CLASSICAL WEEKLY

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On the morning of the Saturday after Thanksgiving, there will be held at Philadelphia in connection with the meeting of the Association of Colleges and Secondary Schools a Round Table on the Teaching of Latin. The subject will be the question: "To what causes, whether administrative, or pedagogical, or both, is due the persistent lack of success in the teaching of the Classics?" The principal paper will be by Principal Denbigh of the Morris High School of New York, and a number of teachers in both Colleges and Schools have signified their willingness to take part in the discussion. Several have however taken exception to the assumption in the title that there is a lack of success in the teaching of the Classics. It seems worth while to go into the matter a little and to see just what the situation is.

Both Latin and Greek are unquestionably much better taught now than they have ever been before. This point was fully brought out by Professor Rolfe in his Presidential address at the last meeting of the American Philological Association at Pittsburgh last December. He said:

This improvement is beyond question, although it has been rendered somewhat less obvious by a growing lack of intellectual interest on the part of pupils and their parents. This is due in the case of the former to the distraction of effort and weakening of the mental fibre caused by the addition of so many new subjects to the curriculum. . . . In the case of the latter it may be ascribed to a growing materialism and indifference to the finer things of life, and to the inability to control their offspring and to guide them aright. . . . There is, however, no occasion for pessimism about the results of our teaching of the classics, so far as they are affected by conditions which it is in the power of the classical teachers to control.

It seems to me that Professor Rolfe here confuses two aspects of the question, the quality of the teaching and the results of the teaching. His qualification, "so far as they are affected by conditions which it is in the power of the classical teachers to control", contains the real question. We classical teachers have been turning our attention almost entirely to the betterment of our methods and the thoroughness of our preparation. But is it now not increasingly necessary to pay attention to the conditions of our teaching? Are we to rest content with

these conditions, which Professor Rolfe implies, with a depth of pessimism far beyond my own much criticised complaints, to be not in our power to control? It is just this question which will be the main point of the discussion at Philadelphia. These conditions are almost entirely administrative, for owing to the vast increase in the numbers of pupils crowding into the High Schools, particularly in our larger cities, the accommodations have proven entirely inadequate, and in many cases the cost of meeting the increasing demands has been almost prohibitive. As a consequence it is quite within the bounds of probability to assert that at least three fourths of our High School pupils are not making the progress which the efforts of the teachers should produce, owing to the bad administrative conditions. When forty or fifty pupils are crowded into a room intended for thirty, without maps or illustrative material of any kind, where does the success come in? It is customary nowadays to maintain that there should be a Latin atmosphere in the classroom. Usually it is anything but Latin. In some towns where the school-houses are adequate, the salaries paid the teachers are so poor that good teachers can not be procured. Where does the success come in there? This is also an administrative question. In fact almost all of the obstacles in the way of actual success in teaching the Classics are administrative, and I have some hopes that the open-minded administrators are beginning to realize this and to turn their serious attention to the betterment of these conditions. If this were not the case I should be pessimistic indeed.

I am sure that it is within our power to control these conditions. Of course, in the last analysis, the final control lies in the hands of Boards and Superintendents of Education. But as yet there has not come from the teachers themselves any insistent demand. I have yet to see any organized effort on the part of classical teachers to present their needs to the proper authorities. The scientific people have no hesitation in presenting their needs. But the truth of the matter is that we classicists have been rather inclined to glory in the fact that we could accomplish so much with so little. We have not asked with any insistence for even a moiety of the appropriations for books and illustrations that

the scientific brethren have *demand*ed for science. With all that they have obtained they have succeeded very poorly. With practically individual teaching, with expensive apparatus and fine laboratories they have not been able to do what we have done with almost nothing to help us; and that too, when they have had behind them the glamour of novelty, the lure of the practical, the call of our materialistic age. Give us some of their advantages and Professor Rolfe will not have to make his qualification. So let us come to this Philadelphia meeting and show that the chief cause for the persistent lack of success in teaching the Classics is not the teacher but the administration, and, with the administration behind us, we will guarantee to educate once more the American youth.

G. L.

### CONCERNING METHODS OF LANGUAGE TEACHING<sup>1</sup>

A certain popular lecturer, in advancing the superior claims of the sciences, manual training, and domestic science over the languages and the humanities, was wont to tell a story of a young girl just graduated from a city High School. In the cab on the way home she pointed out to her admiring family a dog, calling it first by its French name, afterward by the German, thus using two foreign languages of a creature which was, "after all, only a little yellow cur".

By the audience in general this story was hailed with prolonged applause; but there were always a few thoughtful persons who asked themselves and one another whether the gentleman really understood the purpose of language study. Some methods of teaching languages often give rise to the question whether there are not also teachers of both ancient and modern tongues who are equally in the dark.

We are frequently told that Americans are the poorest linguists in the world; the glibness with which certain European nations speak half-a-dozen languages is contrasted, to our disadvantage, with the halting German, the ill-pronounced French, and the non-existent Italian and Spanish of the average traveling American; there is much head-shaking over the lack of practical value in our scant knowledge of

European tongues. In the same breath, usually, comes the taunt that Americans are too much wrapped up in material things, too busily engaged in the chase after the dollar to think seriously of the educational amenities.

This accusation regarding the dollar-chase has a distinctly humorous side for the American who does not sit down meekly under the strictures of European and 'near-culture' American critics. Any one not thus hypnotized must realize that most Europeans are chasing money of much smaller denominations, for the sake of the coins; while, as a rule, the American is chasing for the sake of the chase. It is the pursuit of the small coins that gives the average European shop-keeper, porter, landlord, or waiter his much-vaunted glibness in the use of other tongues than his own. Moreover, European countries are so small that natives of one country may pick up, with very little trouble, a commercial knowledge of the speech of their neighbors. The linguistic knowledge of the mass of Europeans includes no grammatical knowledge, no acquaintance with literature, no ability to go outside the sentences and the phrases which the speakers have picked up in parrot-fashion. On the other hand, the American who has learned French or German in our Schools, while he may, at first, have a little difficulty in understanding what seems to him the rapidly spoken language of the native European, will, in a very short time, get his bearings, and be able to take his part in a conversation, or follow a lecture at the Sorbonne or in a German University. Moreover, he knows something of the literature of the foreign language that he has studied, and is able to listen intelligently to a German opera or drama or to the masterpieces presented at the Comédie Française. One hears much of the grotesque pronunciation of French by the traveling American; but among educated Frenchmen, including University professors, I have met only one man who pronounced English even fairly well, while few Germans, even after a residence of many years in this country, ever master the sounds of *th* and *w*, or the distinction between infinitive and participial constructions.

Some years ago, an old schoolmate of my own, in our school magazine, went into raptures over the linguistic abilities of the immigrants landing on Ellis Island, and expressed the wonder whether students trained in American Schools and Colleges could be of any use in such matters. Shortly after the gentleman had expressed his want of confidence in American institutions of learning, I had occasion to write him, inquiring whether there were any openings for persons capable of acting as interpreters, as one of my own students, handicapped by defective eyesight, was looking for such a position. The young woman in question was a born linguist, speaking and writing German with fluency and correctness; she was only a trifle less competent in

<sup>1</sup> In THE CLASSICAL WEEKLY 6.33 it was announced that matter dealing with the use of the Direct Method in the teaching of Modern Languages would be presented in early issues. Since those who are urging that the salvation of Latin in this country depends on the teaching of Latin by the Direct Method are constantly insisting that the Direct Method should be employed in the teaching of Latin because the teachers of the Modern Languages have learned by experience that they must employ the Direct Method if their teaching is to be in any way successful, it becomes worth while to consider whether the teachers of Modern Languages are really in any sense unanimous in support of the Direct Method as applied to their own work. This question is quite apart from another very important question, whether it is fair to argue from experience in the teaching of the Modern Languages concerning the right method of teaching the Classics. Professor Sheldon, whose paper appears in this issue, proved herself a warm friend of the Classics in her paper, *Latin and Greek for Students of French*, printed in THE CLASSICAL WEEKLY 4.218-220.

C. K.

French, and had some knowledge of Italian and Swedish, acquired while teaching in a night school for immigrants in one of our Western cities. The gentleman wrote that there were no openings for interpreters. One of the women inspectors, who also wrote me, said, "The government makes us no allowance for interpreters, and really they are not needed. The immigrants help each other. The Southeastern Jews are especially helpful, as, by the grace of God, they know something of all the languages of the earth".

I tried the great railway stations, where interpreters, I thought, might be needed; but found that here, also, the supply exceeded the demand. An investigation of the insurance companies revealed a similar state of affairs. So it seemed that the ability to speak and write a foreign language was not such a commercial asset as I had been led to suppose.

Of what use, then, is language study? The enrichment of life. "Man does not live by bread alone", nor does his life "consist in the abundance of things that he possesses". The purpose of language study is to come into contact with a new civilization. I say, without fear of successful contradiction, that a person with a good reading knowledge of a language which has given him some acquaintance with the literature, will, in three months' residence, become better acquainted with the actual life of a nation than another can in three years. Have we not all seen—and heard—the student of music who has spent several years in Paris, and speaks the language with fluent inaccuracy and self-confidence, whose knowledge of the city and country is limited to the scare-stories in *Le Matin* and the dark gossip of the students' quarter?

Do I not believe in the value of teaching the spoken and written language? Certainly; but as a means, not an end. I sometimes am even sufficiently hard-hearted to require a class in seventeenth century drama to grind out a few French Alexandrines, not because I expect any member of the class to develop into a *De Heredia*, but in order that the students may know at first hand why the critics all say that Racine was a greater master of this exacting verse-form than Corneille. Likewise, I require my classes to translate sentences and paragraphs read aloud to them, not because more than a very small proportion of the students will ever have any use for a ready understanding of the spoken language, but that they may come to have a better appreciation of the niceties of style. I am relentless about the memorizing of verb-forms, rules for the use of pronouns, and all the vagaries of the French or Spanish subjunctive, not for 'mental discipline' or glibness of speech, but in order that the student may read rapidly and intelligently any French or Spanish book placed before him, without conscious attention to the technical side of a sentence or paragraph.

There is, along all lines, too much emphasis on speech. We need to consider, for a time, the value of listening, especially when the masters are expressing their thoughts.

Of the so-called 'Natural Method', it must be said, that it is natural only for very small children. The High School boy or girl, the College student very properly insists upon knowing *why*. Such a student advances far more rapidly, gains a more real mastery of the language, by learning its grammatical structure. One reason for the failures so frequently made by 'native' teachers of the modern Languages is that they do not know English well enough to help their students make the necessary comparisons between the new tongue and the old, and have absolutely no conception of the difficulties or the mental processes of the beginner. Their own knowledge (?) of English is so frequently the result of the 'Natural' method that they have not sufficient freedom in its use to be able to make adequate explanations, or to form new sentences, and they are often quite at sea when called upon to pronounce upon the correctness of a translation. One reason why they are often so well-satisfied over the progress of their pupils is that they have no faintest idea of the fogs in which the poor things are wandering.

The student who goes very far in the study of a modern language needs some acquaintance with historical grammar. Even a little knowledge of Latin and Greek will help the High School or College student over many of his early difficulties in the Romance languages, while lightening the burden upon his memory. For instance, a knowledge of Latin genders simplifies, once for all, the matter of genders in the languages derived from Latin, while even a very elementary acquaintance with Greek infinitive constructions, the middle voice, and the use of the genitive lends reasonableness to many usages in French, Italian, and Spanish. Most High School and College students of Modern Languages have studied either Latin or Greek; some have taken both the ancient languages; how lacking in economy, then, the policy which makes no use of this previously acquired knowledge!

The student for whom a language, whatever it be, is only one of many daily interests, will scarcely, unless he has a very unusual gift for languages, acquire the ability to speak a foreign tongue through the work of the class-room. A boarding-school, where the students in various Modern Languages sit at tables where such languages are spoken, or where all speech on certain days in the week is limited to a given foreign tongue, has rather a better chance, if serious about the matter. However, I have received into my classes students from all parts of the country who had been instructed by the so-called 'Natural Method'; thus far, only the students of one teacher (who mixes grammar very liberally



with the other method), compare at all favorably with those trained thoroughly in grammar and composition, when tested as to ability either to read, write, or speak the language which they have studied (?).

Certain teachers of the Classics are trying to induce their colleagues to 'take a lesson from the Modern Language teachers', and to introduce into their classes 'a practical knowledge of Greek and Latin', meaning thereby to 'make Latin—or Greek—the language of the class-room'. The advice of most Modern Language teachers would be that of Douglass Jerrold to persons about to get married: "Don't". The sharp boys and girls will be very likely to inquire what there is practical about such a proceeding. Where will they speak Latin and Greek, even if, by especial favor of the gods, they should learn to do so? Once upon a time—in the days of Erasmus and earlier—scholars conducted their conversations and correspondence in Latin; but those days are long past. Even if a Professor of Latin should take it into his head some fine morning to write a letter or indulge in a chat with some learned German in the language of the Caesars, probably he would wish to say something beside *Dic mihi* or *Ita est* (I can't help wondering how one of the advocates of this system asks for the genitive case of a noun without either dropping into English or using ungrammatical Latin). Seriously, the use of Latin for the discussion of everyday affairs, such as wireless telegraphy, telephones, and air-ships seems distinctly artificial and forced; it can not be done in the language of Caesar and Cicero, but must be done in a mongrel twentieth-century product which ought to arouse as strong condemnation as the 'monkish Latin' of the Middle Ages. No; Latin belongs to a civilization which has passed away, but is by no means dead; to it we owe much that is most valuable in our modern life. The same is true to an even greater degree of Greek. We study these ancient tongues, not that we may babble in them of insignificant matters, but that we may, for our souls' expansion and uplifting, draw near to

The glory that was Greece  
And the grandeur that was Rome.

So with the Modern Languages; we do not study French and Italian and Spanish that we may have a Swiss waiter's fluent inexactness in asking the time of railway trains or the rates of board and lodging, but that we may learn the soul of the Middle Ages with Dante, derive higher ideals of duty from Corneille, live in old Spain with Calderon and Lope de Vega, or soften and sweeten our manners by association with that serenest of gentlemen, the Knight of La Mancha.

The advocates of science and psychology might reflect that the workings of the human mind are nowhere better shown than in the literature of a

people, and that every word of a language reveals, as clearly as a fossil animal, plant or footprint, the processes of the development of life upon the earth; also that, since we are human, the growth of the human mind affords, possibly, as interesting and important a field for investigation as the metamorphoses of a plant or an animal. In fact, the well-trained scientist does, as a rule, admit these facts in regard to rational language teaching.

To the person looking on, it seems that the loss of popularity—if one may so term it—of the Classics is due not so much to the fact that boys and girls are not taught to speak a modernized and garbled version of the languages of Caesar and Cicero, Homer and Plato, as to the fact that many teachers of Latin fail to connect the works read with the civilization represented by them. Also, it seems to an entirely friendly critic that, if the teachers of Latin would find something other than Caesar for the first connected reading, fewer pupils would drop out of the Latin classes at the end of the second year. This is not a case of sour grapes; I am an admirer of the *De Bello Gallico*, especially in those last three books rarely mentioned by any one in my schoolgirl days; but Caesar's Latin, though beautiful, is too difficult for the pupils with whom it is commonly used; it is adapted to College rather than to High School use. In the second year of study it must be read too slowly for the pupils to gain any real interest in the subject matter. I enjoyed my Caesar, not for the subject matter, but because the mere words interested me; but I can still recall the lamentations of my classmates, who dutifully ground out the daily assignments, returning thanks to Heaven if they were able to translate well enough to satisfy a somewhat critical teacher, and forgetting it all as soon as possible after the examination was over. They were not stupid either, these classmates of mine; they did many things exceedingly well. But the Latin of Caesar was not what they needed just then. I always wonder why so little is said in the average class-room about the last six books of the *Aeneid*. Surely most boys and girls would be glad to meet Turnus after long association with that insufferable prig, Aeneas. The mediaeval writers, who represent the boyhood of our race in Europe, seem to refer much more frequently to the last six books than to the first six. Isn't this a hint for the teacher of present-day boys? I still hold in high esteem and deep gratitude the man who taught me Vergil. He never failed to call attention to relations between the Latin language and our own; and, at odd moments, he read to us from Longfellow's translation of the *Divine Comedy*, thus broadening tremendously the outlook of the little group of village boys and girls who constituted his class, and giving us some notion of the Mantuan poet's place in world-literature. Was he not a more practical teacher than if he had spent those odd moments in

an attempt to make us express our crude notions of things in corrupt, modernized, and very limited Latin?

Teachers, and especially teachers of languages and literatures, need to keep before their own minds as well as the minds of their pupils the fact that the end of school training is not so much to enable the young people to make a living as to live a life. Aristotle's definition of an education is still good, though he lived in ancient Greece. With some of us the memory of great teachers still lingers, and daily we return thanks that our school days came before the era of the over-practical.

CAROLINE SHELDON.

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#### PROFESSOR GRANDGENT ON THE DIRECT METHOD<sup>1</sup>

Although you are doubtless familiar with it, I am sending you a copy of the old Report of the Committee of Twelve. I wrote the part descriptive of methods, and have seen no reason to change my opinions since then. What is now called the Direct Method is a modification of the Phonetic Method: less strict attention is given to pronunciation, and phonetic texts are not always used. In this country I cannot see that the Direct Method itself has gained any ground in the last fifteen years, although the talk about it has had a quickening effect on the eclectic methods generally employed. I am, indeed, inclined to think that the proportion of teachers trying to use the foreign tongue exclusively is smaller now than it was then. In England, on the other hand, and in Germany, the Direct Method, with a strict phonological basis, has been making great headway. In France the Direct Method, without much scientific training in pronunciation, was for some years imposed on all foreign language teachers in the public schools; but a couple of years ago, in answer to much protest, the rule was considerably modified, so as to allow the use of the vernacular when desirable. It must be remembered that in Europe the *commercial* value of foreign languages is so great as to overshadow all others; whereas in the United States, except for Spanish, it is virtually *nil*. We study French and German here for the same reasons for which we study Latin—or, if we don't, we have no business to study them at all. If they fail to train the judgment, broaden the outlook, and stimulate the aesthetic sense, they deserve

<sup>1</sup>This letter and the one by Professor Thomas, printed below, were written in October last, and are published with the consent of the authors. In the issue of December 7 will be published extracts from the Report of the Committee on Modern Languages (Chapter XXVI of The Report of the Commissioner of Education for 1897-1898: published separately by D. C. Heath and Co.), from published writings of Professor Thomas, and from a paper by Professor E. H. Babbitt, *Common Sense in Teaching Modern Languages*. These all have bearing in many ways on the teaching of the Classics. C. K.

no place in our curriculum. And Latin must forfeit all its claims, the moment it ceases to be a severe discipline.

HARVARD UNIVERSITY.

C. H. GRANDGENT.

#### PROFESSOR THOMAS ON THE DIRECT METHOD

I really don't know to what extent the so-called Direct Method is used in the teaching of German, and I haven't time to collect statistics for you. To my mind the whole controversy lacks actuality, as the French say.

There are four different aptitudes that must more or less be kept in mind in the teaching of the language: (1) the ability to read and understand, (2) the ability to hear and understand, (3) the ability to write, (4) the ability to talk. The Direct Method zealots think that No. 4 is the most important—in fact the only one that counts. I don't agree with them. I think No. 1 is worth most for the vast majority of those who take up the study.

But, however it may be with this matter of values, you simply can not teach pupils to speak a language—in any proper and reasonable sense of that phrase—by means of instruction given in classes of considerable size. No one would expect to learn piano-playing, or type-writing, or telegraphing, in that way; and yet talking is a technic involving far more practice than any of these. What results from the effort to teach pupils to talk is so lame and useless that it isn't worth while to make that the chief end of the instruction.

COLUMBIA UNIVERSITY.

CALVIN THOMAS.

#### REVIEWS

Cicero: Ten Orations and Selected Letters. Edited by J. Kemslen Bishop, Frederick Alwin King, and Nathan Wilbur Helm. New York: The American Book Company (1912). 594 pages. \$1.25.

As an example of book-making this school edition of Cicero is admirable. The cover is attractive, the binding strong. The type is so large and clear that eye strain is reduced to a minimum. Not only is the text printed in a type that is restful to the eye, but the same exquisite care is given to every mechanical and artistic detail, as, for example, to the paragraphs and the headings, to the maps and the illustrations which are scattered with lavish generosity from cover to cover.

In taking up a new school edition of Cicero, one asks why the editors have ventured to add another to the large number of really excellent editions already available. If we turn to the Preface of this book, we shall find an answer to our query, in a sweeping criticism of all the editorial work along this line, both in this country and abroad, during the last forty years. We read: "The numerous Ameri-

can and foreign editions of selections from Cicero's orations have undoubtedly been very useful . . . but they have all fallen short of the ideal text-book as a means for the preparation of assigned lessons".

We must, without doubt, admit the allegation, that the ideal edition of selections from Cicero for secondary schools has not, or shall we say had not previously, appeared. But the reviewer, during a long experience in teaching Cicero to High School students, can recall more than one edition, which, though perhaps not ideal (he had scarcely dared hope to see the ideal in his day!), was skilfully adapted to the needs of High School boys and girls. But why should we constitute ourselves champions of the editors, so many of whose books have well served their purpose during the last forty years? Whatever the merits or the demerits of former editions, we have before us now an excellent book. We have the editors' aim expressed in their own words: "To let the author, after a complete but moderate introduction, interpret himself through suggestions of his real meaning, given in adequate English, has seemed to the editors of this edition the proper principle upon which to make a text-book of a Latin author for American schools". The reviewer is inclined to think that the editors, even if they have not produced the ideal text-book, have been more than ordinarily successful in their endeavors.

This edition contains a generous amount of text. In these days when the teacher has some choice in the matter of the text his classes may read, the rich store of material gathered here will be gladly welcomed. The very narrow range of Latin reading which has, in the past, been prescribed for Secondary Schools is responsible, in no small measure, for the narrow, pedantic scholarship and lack of freshness and enthusiasm on the part of Secondary School teachers. Besides the *De Imperio Pompei*, the four orations in *Catilinam* and the *Archias*, we have *Pro Murena*, *Pro T. Annio Milone*, *Pro Marcello*, *Pro Ligario* and *Selections from Cicero's Letters*.

The Introduction consists of some forty-two pages. The sketch of Cicero's career is written in an interesting and crisp style. Among other topics adequately treated are *The Roman Body Politic*, *Roman Religious Officials*, *The Roman Forum*, *The Oration in the Time of Cicero*. A select Bibliography follows. Everywhere the editors have sought to follow the golden mean. In most instances, they seem to have succeeded.

The vocabulary, compiled especially for this book, from the point of view of the pupil, is admirable. It is not overloaded with a wealth of collateral matter, valuable, to be sure, but confusing and discouraging to the beginner.

But, after all, the real test of an editor's skill and scholarship, and more particularly of his fitness to edit a Latin text-book for young pupils, is found

in the notes. Good judgment here, and sympathetic appreciation of the difficulties which beset the learner in almost every line, will outweigh serious faults elsewhere. Without an almost intuitive understanding of the workings of the youthful mind, the most scholarly editor, even with the best intentions, will surely fail.

At first sight it would appear that the notes do not give as much help as the average learner will require. A more careful inspection will show that the editors have, on the whole, displayed excellent judgment. Most of the real difficulties have been smoothed away. Without making their notes a sort of handy encyclopaedia containing bits of useful information on a great variety of more or less closely related topics, the editors have had an eye single to their one purpose, to make the text intelligible and interesting. We are glad to miss the great array of unnecessary grammar references which crowd the pages of too many text-books. Some teachers may feel that here the opposite extreme has been reached.

The reviewer feels that the translations from which the editors took many of the renderings which they incorporated into the notes are not always the happiest. Here and there, also, appear evidences of too great a desire for brevity and compression. The note on page 56.16 is as follows: "*quid . . . praescriberetis*: i.e. the same conduct as Cicero's. It is subjunctive in an indirect question". Of course no one fails to see that "*It*" refers to *praescriberetis*, but such looseness of expression is unfortunate. See, also, the note on page 57.26: "*qui successerit*: M'. Acilius Glabrio, consul in 68. It is subjunctive because it is a dependent clause in indirect discourse. *Huic* is dative after it". A little puzzling, on the part of the reader, helps to the right understanding of the *its*. There are other inaccuracies and inelegancies of expression in the notes, which, while not seriously lessening the usefulness of the book, are a bit annoying and should have been avoided. However, all who have labored over books of their own will be inclined to be charitable in their judgment of such matters.

Messrs. Bishop, King and Helm, like their predecessors, during the last forty years, may have failed to produce the "ideal school Cicero", but their book is a welcome contribution to the cause of Latin study in our Secondary Schools.

WALTER EUGENE FOSTER.

STUYVESANT HIGH SCHOOL, New York City.

Harvard Essays on Classical Subjects. Edited by Herbert Weir Smyth. Boston and New York: Houghton Mifflin Company (1912). Pp. xii+284. \$2.25.

Originality in Roman art, humanitarianism and humanism, pragmatism, asceticism, conceptions of immortality—these are indeed large themes, and the classical faculty of Harvard University seems to



plead innocent of the charge, to which so many classical teachers in our Colleges are liable, of being unduly absorbed in the minutiae of research. This reach after broad generalization is quite inevitable even in the most patient and accurate study of details. Unfortunately the yearning seldom finds expression, and it is a welcome sign of the times that the investigators have got beyond the isolated facts and that their undertaking has been fostered by a publisher. There may be an academic drabness in the color of the style (the reviewer speaks as a penitent sinner, not as an uncharitable critic), but at least there is no playing to the gallery.

The chapter on Roman art is a very conservative presentation of current views. The author rather sharply contrasts Greek and Roman culture, makes much of the labels realism and idealism, and seems to us overcautious in his interpretation of Hellenistic art in its relation to Roman work. The new views of art so closely parallel well-established views of the development of literature that one might with safety imagine the missing monuments of the Hellenistic period and elaborate a more convincing historical account of Roman dependence and originality; in any case the student of literary form will find it difficult to sympathize with the skepticism which seems to confront the new idea of a limited originality in Roman art.

Humanitarianism and humanism are easily confounded, and one does not lead inevitably to the other; in treating this notoriously difficult theme Professor Gulick proceeds with his customary diligence, and by frequent reservation protects himself from misinterpretation. But the qualifications easily emerge into the foreground: collective and individual selfishness are rather patent; courtesy is gain won with little labor; and when forgiveness and wisdom are associated one is almost persuaded to substitute "sagacity" for "wisdom"; through the whole discussion we wonder just how one gets at "the Greeks": through Socrates and Plato and the tragedians, or through thought and action that are not colored by literary idealism or speculation? In the pursuit of the development of ideas this distinction is of less moment, and with that the author is mainly concerned, but we need a fifth century Herondas to discover humanitarianism, or the want of it, in the smaller and larger social units.

An essay on Alciphron, by Professor Jackson, though without much unity of design, is entertaining. A posthumous chapter on the Roman city from Professor Morgan's hand endeavors to visualize the ancient city for the modern reader; it shows no little skill in adaptation to the modern reader's standpoint and well illustrates the author's notable success in exposition. In this chapter and in the next essay, on Pragmatism in Plato, the writers are bringing ancient and modern life and thought into contact and opposition with each other. Vestiges of pragmatism in Plato are elusive but Professor

Parker searches for them in what seems to us at times a half-playful and delicately ironical mood. If Plato is distrustful of flux and flow, Ovid, according to Professor Rand, revelled in it: his world was one of kaleidoscopic changes; the quick shifts in point of view in his other poems are in harmony with the subject-matter of the *Metamorphoses*. If we call this idea a pretty fancy without convincing logical basis, we hope the reader will not be deterred: lightness of touch, and a delicate sympathetic imagination, are not always found in academic essays.

THE UNIVERSITY OF CHICAGO. HENRY W. PRESCOTT.

#### NEW YORK STATE TEACHERS' ASSOCIATION

The New York State Teachers' Association will meet at Buffalo, on Tuesday, November 26. The programme of the Classical Section, over which Ernest L. Merritt, of Gloversville, will preside, is as follows:

Morning Session—Will Latin follow Greek out of the High School? Joseph P. Behm, Central High School, Syracuse; The Agora, F. W. Goewey, High School, Albany; Coordination of Latin with other High School Subjects, Mason D. Gray, East High School, Rochester; The Antagonisms of the Classics, President M. W. Stryker, Hamilton College.

Afternoon Session—Pictures as an Aid to Teaching the Classics, Morris Bloch, High School, Albany; The Possibility of Vitalizing Latin Syntax and Latin Composition, Mae A. Fuller, High School, Cortland; The Classics are Unpopular: Why? Robert E. Holmes, West High School, Rochester; The Literary and the Linguistic Sides of Classical Study, George P. Bristol, Cornell University.

From *The Autobiography of an Individualist*, by Mr. James O. Fagan (*The Atlantic Monthly*, August, 1912) comes the following tribute to the practical value of the Classics:

"In presenting an argument, stating a case, or pleading a cause, other things being equal, I always attributed my intellectual advantage to the fact that in my youth I had received a thorough drilling in Latin and Greek, while my companions, as a rule, in my line of life, had not. As a simple practical equipment for life's journey, what may be called my classical foundation seems to me now to be worth all the other features of my school education put together."

Mr. Fagan, it may be explained, got his Latin and Greek at a Grammar School in Manchester, England. After working in South America in the service of a cable laying company, in the early eighties he came to America. He was a telegraph operator, towerman, etc., on various railroads. He is the author of numerous short stories, *Confessions of a Railroad Signalman*, and the *Autobiography* referred to above.

Professor A. Thumb's *Handbuch der neugriechischen Volkssprache*, Second Edition, has been translated into English by Dr. S. Angus, under the title *Handbook of the Modern Greek Vernacular* (T. and T. Clark, Edinburgh). For a favorable notice of the first edition of this admirable book we refer the reader to the review by the late Professor Mortimer Lamson Earle, well known for his mastery of modern Greek, in *The American Journal of Philology* 17:491-494.

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